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HOME ECONOMICS.

ALICE P. NORTON.

THE experience of the past year has shown that the work in cooking is particularly valuable in two directions: it aids in the social life of the school, and it suggests many problems in science and number, and furnishes a strong motive for their solution. The work for this year is planned largely with these immediate objects in view; the ultimate aim is always to bring the children into closer touch with their home life, and to make them more efficient citizens.

It must be remembered that the cooking and the work growing out of it represent by no means all that is done in the school in home science. From the kindergarten up, much of the work in history, sociology, and nature study pertains to the life and occupations of the home.

The responsibility for the orderliness and neatness of the schoolroom that is enjoined, and the care of desks and personal belongings asked of the children, involve the teaching of many of the principles of housekeeping. Every opportunity afforded by the daily recurring needs of the school, or by emergencies which arise, is utilized. The removal of the ink accidentally spilled upon the floor, for example, or of the scratch made on the polished surface of the desk, furnishes a reason for lessons on the care of woods, and makes such lessons more valuable because the necessity for them is seen.

Because of the difficulty of foreseeing the nature of this kind of work the outline given is chiefly for the cooking, since that can be more definitely planned.

The work of each year involves experience with the different food principles; the making of recipes; the solving of the number problems that arise; experiments to illustrate the principles of cooking, or to prove or disprove disputed points. In the primary grades number and reading are important accessories of the cooking lesson, while in the upper grades the science problems predominate. The thermometer is used freely in all the grades, and the microscope is frequently brought into use with the older children. In all the grades cooking for luncheons, and for special occasions such as Thanksgiving and Christmas, makes an important part of the work.

KINDERGARTEN.

No regular time is assigned for cooking in this grade, but the children make cookies for birthdays, simple candies for Christmas, and do such other work as occasion demands.

FIRST AND SECOND GRADES.

Work is chosen for these grades that requires comparatively little manipulation. The processes used are simple, and the judgments required are of an elementary nature. The work is nevertheless based on the fundamental scientific principles of observation and experiment.

In the first grade the work will consist, in part, of the drying of fruit for winter use and of the cooking of dried fruits; the baking of apples and of potatoes; the popping of corn and making of barley candy for Christmas; the toasting of bread; preparing a baked custard; and the making of cocoa for luncheons.

The second grade will roast apples and potatoes in an oven constructed by themselves out-of-doors; will make apple jelly; boil potatoes and rice; pop corn and make it into corn balls; make cream candies for Christmas; prepare lemonade for a party; cook eggs in some form; and make cocoa.

THIRD GRADE.

As in all the grades, the first work in the fall will be with the fall fruits, and grape jelly and grape juice will be prepared by this class. The work of the year will be chiefly carried on in connection with the study of the farm and of farm life. The cooking of cereals, the making of wheat bread, the use of flour in thickening — illustrated by the making of white sauce, and the combination of this with vegetables, as tomatoes, potatoes, celery, in soups for luncheon — will constitute a large part of the work. More problems to be solved will occur in this grade, and will lead to the separation of the gluten from flour, and the baking of it, and to simple experiments with yeast and with starch.

FOURTH GRADE.

The children of this grade will prepare for winter by canning tomatoes grown in their own garden. In connection with their study of some of the industries of Chicago they will work especially with milk and milk products. They will make butter, sour-milk cheese, and rennet custard. They will also study albumen in egg and in meat, and like the third grade, will prepare soups for luncheon.

FIFTH GRADE.

The cooking in the fifth grade will be largely illustrative of the work in colonial history. The typical dishes of New England and of the southern colonies will be reproduced to some extent. Pumpkin for the Thanksgiving pies will be prepared and fruit canned for the winter. Vinegar will be made from apple juice, and will be used in preserving fruit by means of pickling, and in making vinegar candy for Christmas.

SIXTH GRADE.

The fruit cookery will consist of the canning and preserving of different fruits in different ways. Experiments with the keeping of fruits under different conditions will lead to the beginning of the study of fermentation. This will be followed by work with doughs and batters, and methods of lightening them. Bread, cake, and pastry for the Thanksgiving pies will be included. The study of fermentation begun with the fruits will be carried farther in connection with the use of yeast in bread-making. Some of the properties of carbon dioxide will be considered, and simple experiments with baking powder will be tried. A visit to a flour-mill will continue the study of the chief ingredient in the doughs made.

SEVENTH GRADE.

The experiences of the former years with the different food principles will in this year be gathered up and systematized.

The work in cooking will be from the standpoint of the right application of heat to the different food principles. Part of the year will be spent in simple food analysis. Charts will be made for the museum showing the proportion of water, carbon, and ash in some of the common foods. Food-values will receive more emphasis than in the lower grades.

EIGHTH GRADE.

There will be little or no cooking in the eighth grade. A short study of food and its use in the body as fuel and nutrition will be followed by lessons on the house. The modern home will be studied in comparison with that of the past. The changes in the household brought about by modern scientific discoveries; the heating, lighting, and ventilation of our houses; and the way to make the house beautiful, are some of the topics that will be taken up.

PEDAGOGIC CLASS.

The work of the pedagogic class will be based directly upon that of the grades. It will include (1) a study of the relation of the work to other subjects and to the life of the school; (2) work in cooking selected from that given in the grades and experiments growing out of this; (3) subject-matter necessary to enable the teacher intelligently to direct the cooking in the grades, especially the study of food principles and of food-values.